

## **MATHS YEAR 6**

### **Number: Fractions**

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions more than 1. Generate and describe linear number sequences (with fractions)

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers

Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

**Number- Decimals** Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places.

Multiply one digit numbers with up to 2dp by whole numbers.

Use written division methods in cases where the answer has up to two decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

### **Number-Percentages**

Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison.

Recall and use equivalences between simple fractions decimals and percentages including in different contexts.

**Measurement** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Convert between miles and kilometres.

**Algebra** Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

**Geometry, Position and Direction** Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.

## **ENGLISH YEAR 5/6**

### **Spoken Language**

Children will be encouraged to:

- Listen and respond appropriately to adults and their peers;
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

### **Reading**

- **Word reading-** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 5/6 list, both to read aloud and to understand the meaning of new words that they meet.
- **Reading skills-** focus on inference and deduction this term, through guided and independent reading.
- **Comprehension-** Retrieve, record and present information from non-fiction texts. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.

### **Writing**

- **Non-fiction genres:** Persuasion, Biography/Autobiography, Discussion, Journalistic writing.
- **Fiction genres:** Stories with flashbacks, Classic Poetry, Free form Poetry
- **Transcription** (spelling, handwriting and presentation). Children will be expected to use a joined handwriting script and take responsibility for the organisation and presentation of their own work. They should begin to choose different styles eg italics, bold, capitalisation to suit the purpose.
- **Composition** -Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Vary formality by use of language choices and structure, and show shifts in formality both across pieces and within a text. Using a wide range of verb forms (eg progressive, perfect and subjunctive tenses to increase precision) Write a short story, building tension and suspense using flashbacks. Use persuasive devices to influence the reader.
- **Vocabulary-** Children will use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries and thesaurus to edit and improve their work. (Spelling patterns per weekly lists and the statutory lists)
- **Punctuation-** Use a range of punctuation in different genres and in independent writing. Indicate parenthesis using brackets, dashes or commas. Use semi-colons, colons or dashes to mark boundaries between independent clauses.

- **Grammar**-revise the different tenses and verb forms including passive, perfect and progressive forms and the subjunctive.